**WHERETO Framework**

**While looking at each letter, consider perspective of the LEARNER.**

**W= How will I help learners know what they will be learning? Why this is worth learning? What evidence will show their learning? How their performance will be evaluated?**

I want my students to know how the people in their community affect the economy and how the economy in their community affects them. This unit will be taught to get students actively involved in deciding what a community’s economy is by evaluating their community and those around them. The instruction will be inquiry based in the fact that primary sources will be used to show how the economy of communities are interdependent and change overtime for geographical and environmental reasons. The overall theme of economics in the community is worth learning because it gives students a sense of belonging and teaches allows students to see how they are active participants in their local community. Students will take away from this unit a new perspective on their own community and communities of the world. The students will be assessed on their final presentation as well as the work done throughout the unit. They will have completed resource sheets, graphic organizers and then a culminating activity involving a presentation to the 3rd grade team by the students showing their ideal economic community and the goods and services that it provides. We will develop the grading rubric together.

**H= How will I hook and engage the learners? In what ways will I help them connect desired learning to their experiences and interests?**

**The introductory unit will be initiated with a field trip to the local business community in which photographs and interviews will be taken for use throughout the unit. The fact that the students are familiar with their local community will provide an engaging and personal experience for them to connect their own understandings with.**

**E= How will I equip students to master indentified standards and succeed with the targeted performances? What learning experiences will help develop and deepen understanding of important ideas?**

I will equip students with primary sources and instruction on how to analyze them, give students time for discussion and reflection and use KWL charts throughout the unit to help base instruction on the needs of the students and their inquiry allowing them to gain a deeper understanding through personal connections to their community and the questions that THEY have about it. We will also take field trips to local government agencies and have several guest speakers in the class.

**R= How will I encourage the learners to rethink previous learning? How will I encourage ongoing revision and refinement?**

Students will develop their final presentations and we will practice and revise based on classroom feedback. I will encourage learners to rethink previous learning by the use of KWL’s. This tool allows me to see what the students already know about their community and what changes a community goes through. Students will be using photos, online information, field trips, and interviews from primary sources to gather information on concept webs, graphic organizers, and journal writings to reflect on time when original settlement occurred and compare them to reflection writings of their life today.

*If it's worth understanding, it's worth rethinking. If it's worth doing, it's worth reflecting upon.*

**E= How will I promote students' self evaluation and reflection?**

Reflections will be used for students to connect with the people of the community and then they will be able to discuss their feelings of the people in their community. Students will be a part of the designing of the final activity rubric so that they are able to determine what is most important to their learning of the community concept.

**T= How will I tailor the learning activities and my teaching to address the different readiness levels, learning profiles, and interests of my students?**

Students will be able to choose their role for specific activities and products throughout the unit. They will also be given multiple forms of resources to teach concepts of economy, ie: books, websites, primary sources, field trips, guest speakers.

**O= How will the learning experiences be organized to maximize engaging and effective learning? What sequence will work best for my students and this content?**

Students will be engaged in primary sources, internet searches, oral discussions and interviews and will be taught how to analyze, organize and finally synthesize the information to solve certain real situations in their community by taking on specific roles and problem solving as a “community” with the use of their unit long gathered information.

Integrating Differentiated Instruction and Understanding by Design by Carol Ann Tomlinson and Jay McTighe. Pages 120-127.